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ABSTRACT

This document, one of four staff training units in a series designed to attack problems of sex bias in the counseling of women and girls, is intended to help counselors and counselor educators consider their knowledge of and attitudes toward the sex-limited status of women. In this unit, two staff training workshop strategies are provided. The first workshop is designed to expose counselors to myths and stereotypes associated with women as workers and to increase counselors' knowledge about the participation of women in the labor force. The second workshop focuses on enhancing counselors' awareness of internal and external barriers to women's achievement in the world of work and of the factors that influence career decisions among girls and women. For each workshop, objectives, competencies, preparation, procedures, and time requirements are listed. Examples of pre-tests, readings, and competency checks for workshop participants are also provided. (Author/NRB)

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ERASING SEX BIAS THROUGH STAFF TRAINING

UNIT I: WOMEN IN EMPLOYMENT

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ERASING SEX BIAS THROUGH STAFF TRAINING

INTRODUCTION

As the struggle of women to achieve equal education and equal employment opportunities has intensified during the last decade, the need to directly confront prevailing sexist attitudes in the United States culture has become apparent. Of particular consequence are biased attitudes of teachers, counselors, and school administrators who have a direct influence on the way boys and girls come to think of themselves, on the way high school students make decisions about careers and post-secondary education, on the way young men and women in schools and colleges view their roles in the adult society.

Counselors, in their work with students in small groups or as individuals, have a great opportunity to influence evolving perceptions of self among girls and boys, women and men. Yet counselors themselves may bring to their professional work those sex-role stereotypes which reflect their own socialization.

Four staff training units have been developed as a part of the series of publications ERASING SEX BIAS THROUGH STAFF TRAINING, designed to attack problems of sex bias in the counseling of women and girls. These four units, each of which contains two workshop strategies, have the following themes:

WOMEN IN EMPLOYMENT - designed to increase counselors' knowledge of (1) myths and stereotypes surrounding

women as workers; (2) facts related to participation of women in the labor force; (3) internal and external barriers to women's achievement in the world of work; (4) factors that influence career decisions among girls and women.

EDUCATION OF WOMEN - designed to increase counselors' knowledge of (1) the status of women in education as a profession; (2) sex-stereotyping practices in education; (3) support systems to combat sex-role stereotyping; (4) methods to identify and eliminate sex-role stereotyping in educational policies and programs.

SEX STEREOTYPING: PERSONAL CHARACTERISTICS - designed to increase counselors' sensitivity to (1) the limiting nature of sex stereotyping in the society of America; (2) the influence of cultural expectations on the development of aspirations among children and young adults; (3) the need to identify and eliminate sex-role stereotyping in counseling practices and processes; (4) the need to assist girls and women in the development of self-concepts congruent with their full potential.

SEX STEREOTYPING: CAREER POTENTIALS - designed to increase counselors' sensitivity to (1) the development of career aspirations among girls and women; (2) the force of sex-role socialization in occupational choice; (3) the need to identify and eliminate sex-role stereotyping in career guidance practices and processes; (4) the need to assist girls and women in the development of career plans congruent with their capacity to achieve.

Counselors, and the counselor educators who prepare them for the profession, have an obligation to be knowledgeable about and sensitive to the changing roles of women in the United States. Their work with girls and women must show recognition of the "second revolution" as described in the frontispiece of the report of the Carnegie Commission on Higher Education OPPORTUNITIES FOR WOMEN IN HIGHER EDUCATION:

> The second (revolution) is now occurring as women, no longer so concentrated on and sheltered for their child-bearing and child-rearing functions, are demanding equality of treatment in all aspects of life, are demanding a new sense of purpose.

UNIT I

WOMEN IN EMPLOYMENT

UNIT I

WOMEN IN EMPLOYMENT

OBJECTIVES

- To increase counselors' knowledge of the myths and stereotypes surrounding women as workers.
- To increase counselors' knowledge of facts related to participation of women in the labor force of the United States.
- To increase counselors' knowledge of internal and external barriers to women's achievement in the world of work.
- To increase counselors' knowledge of factors that influence career decisions among girls and women.

WORKSHOP 1

WOMEN IN EMPLOYMENT

OBJECTIVES

. To expose counselors to myths and stereotypes surrounding women as workers.

. To increase counselors' knowledge of facts related to participation of women in the labor force of the United States.

COMPETENCIES

1. Counselors will be able to give the approximate proportion of workers who are women in at least six major occupations.

2. Counselors will be able to specify approximate discrepancies in women's median income when compared with men's in at least six major occupations.

3. Counselors will be able to recognize the accuracy of at least 15 of 20 facts on women workers.

4. Counselors will be able to specify occupations in which women have increased their numbers in recent years and occupations where they continue to be underrepresented.

WORKSHOP 1

WOMEN IN EMPLOYMENT

PREPARATION

1. DUPLICATE COPIES OF EACH OF THE FOLLOWING ITEMS FOR WORKSHOP PARTICIPANTS:

   a. Pre-Test: Myths and Realities

   b. Answers to Pre-Test

   c. Reading 1: WOMEN IN EMPLOYMENT

   d. Competency Check 1: Women in Employment

   e. Answers to Competency Check 1

2. PREPARE TRANSPARENCIES TO BE USED FOR DISCUSSION:

   a. Proportions of Workers who are Women

   b. Women's Income compared with Men's

   c. Employment of Women in Selected Occupations

3. ARRANGE FOR AN OVERHEAD PROJECTOR

PROCESS

1. Explain the purposes of the workshop:

   TO EXPOSE COUNSELORS TO MYTHS AND STEREOTYPES SURROUNDING WOMEN AS WORKERS.

   TO INCREASE COUNSELORS' KNOWLEDGE OF FACTS RELATED TO PARTICIPATION OF WOMEN IN THE LABOR FORCE OF AMERICA.

2. Distribute copies of the pre-test: MYTHS AND REALITIES.

   Allow about 5 minutes for participants to complete the pre-test.

3. Explain that each statement on the pre-test represents a myth about women.

   INVITE PARTICIPANTS TO COMMENT ON PRE-TEST ITEMS INCLUDING THOSE WITH WHICH THEY AGREE OR DISAGREE.

4. Distribute copies of the pre-test response sheet.

   ASK VOLUNTEERS TO READ EACH MYTH AND EACH REALITY. INVITE COMMENTS.

   ASK PARTICIPANTS TO IDENTIFY THE REALITY WHICH SURPRISED THEM THE MOST.

   ASK PARTICIPANTS TO IDENTIFY REALITIES WHICH THEY CONTINUE TO DOUBT. INVITE INTERACTION BETWEEN PARTICIPANTS.

   Allow about 15-20 minutes for discussion and interaction.

   Make summarizing remarks to reiterate the importance of freeing counselors from stereotypes about women as workers.

5. Introduce Reading 1: WOMEN IN EMPLOYMENT

   ASK PARTICIPANTS TO READ THE MATERIAL CAREFULLY BEFORE THE NEXT WORKSHOP. REMIND THEM THAT THEY WILL BE ASKED TO COMPLETE A COMPETENCY CHECK ON THE CONTENT.

   SPECIFY COUNSELOR COMPETENCIES TO BE ACHIEVED:

   Be able to give the approximate proportion of workers who are women in at least six major occupations.

   Be able to specify approximate discrepancies in women's median income when compared with men's in at least six major occupations.

   Be able to recognize the accuracy of at least 15 of 20 facts on women workers.

   Be able to specify occupations in which women have increased their numbers in recent years and occupations where they continue to be underrepresented.

6. Provide a mini-lecture on the reading WOMEN IN EMPLOYMENT to stimulate further interest in the subject.

   Use transparencies to illustrate the following:

   PROPORTIONS OF WORKERS WHO ARE WOMEN
   WOMEN'S INCOME COMPARED WITH MEN'S
   EMPLOYMENT OF WOMEN IN SELECTED OCCUPATIONS

   Allow about 15 minutes for your presentation.

7. Give participants an opportunity to comment on the workshop objectives and process.

   INVITE PARTICIPANTS TO EXPRESS THEIR FEELINGS ABOUT ISSUES RELATED TO WOMEN IN EMPLOYMENT. ENCOURAGE INTERACTION.

   Allow 15-20 minutes for discussion. At the end of that time, ask participants if they are interested in continuing the discussion.

8. Summarize workshop activities and relate remarks to the objectives.

TIME: 1 1/2 HOURS

WORKSHOP 1

WOMEN IN EMPLOYMENT

PRE-TEST

Mark "A" if you AGREE that the statement is TRUE.

Mark "D" if you DO NOT AGREE that the statement is TRUE.

_____ 1. A woman's place is in the home.

_____ 2. Women aren't seriously attached to the labor force. They work only part-time and for extra pocket money.

_____ 3. Women don't work as long or as regularly as their male co-workers.

_____ 4. Married women take jobs away from men.

_____ 5. Women should stick to "women's jobs" and shouldn't compete for "men's" jobs.

_____ 6. Women don't want responsibility on the job. They don't want promotions or job changes which add to their load.

_____ 7. The employment of mothers leads to juvenile delinquency among children.

_____ 8. Men don't like to work for women supervisors.

RESPONSES TO THE PRE-TEST ITEMS

(Based on U. S. Department of Labor Women's Bureau publications.)

MYTH — A woman's place is in the home.

REALITY — Homemaking in itself is no longer a fulltime job for most people. Goods and services formerly produced in the home are now commercially available. Labor saving devices have lightened or eliminated much work around the home. Today more than half of all women between the ages of 18 and 64 are in the labor force where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside of the home at some time in their lives.

MYTH — Women aren't seriously interested in the labor force. They work only for extra money.

REALITY — Of the nearly 400 million women in the labor force in mid-1977, nearly half were working because of pressing economic need. Three out of four employed women work full time. Wives' earnings account for nearly 26% of the total family income and approximately 39% in those families where the wives are employed on a year-round basis.

MYTH — Women don't work as long or as regularly as their male co-workers. Their training is costly and largely wasted.

REALITY — A declining number of women leave work for marriage and children. The average woman worker has a work-life expectancy of 23 years as compared with 40 years for the average male. The single woman averages 45 years in the labor force. Studies on labor turnover indicate new differences for men and women are generally small. In manufacturing the 1968 rates of accessions per 100 employees were 4.4 for men, 5.3 for women; the respective separation rates were 4.4 and 5.2

MYTH

Married women take jobs away from men. In fact, they ought to quit those jobs they now hold.

REALITY

There were 21.5 million married women (husbands present) in the labor force in 1976; the number of unemployed men who wanted jobs during that same period was 1.6 million. Millions of unfilled jobs exist in the labor market.

MYTH

Women should stick to "women's jobs" and should not compete for "men's" jobs.

REALITY

Jobs, with extremely rare exceptions, are sexless. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14; women excel in 6; and men excel in 2.

MYTH

Women don't want responsibility on the job. They don't want promotions or job changes which add to their load.

REALITY

Relatively few women have been offered positions of responsibility. When given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1976, 5.6 million women held professional and technical jobs, another 1.9 million worked as non-farm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

MYTH

The employment of mothers leads to juvenile delinquency.

REALITY

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

MYTH

Men don't like to work for women supervisors.

REALITY

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41% of the reporting firms indicated that they hired women executives, none rates their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

READING 1

WOMEN IN EMPLOYMENT

Although women are entering the labor force of the United States in record numbers, they remain concentrated in few occupational categories which also tend to be low-paying. Sex-role stereotyping in education, training, and hiring practices has the effect of imposing occupational limitations on choices open to girls and women. Unless the barriers to occupational opportunity are overcome, the talents and potential of women as contributing members of the work force will continue to be unrecognized, underutilized, and unrewarded. Counselors and counselor educators can be of assistance to girls and women as they increase their knowledge of women's participation in the labor force, women's distribution in occupations which make up the work force, and general facts on women workers.

Women's Labor Force Participation

Women have played many different roles in the labor force at any and all times throughout the history of the United States. There is nothing non-traditional about women working, although women have been and continue to be relegated, in largest numbers, to lower level positions both in terms of occupational prestige and pay. Recently, the term "pioneer" has been introduced in the literature to describe women whose full-time employment is in a male-dominated field. While the term suggests an exploration of new territory, the fact is that women

ventured and succeeded in predominantly male territory throughout the history of our country. Howe (1977), for example, reports that of 303 occupations listed in the census of 1900, women were recorded as employed in all but nine areas. These real pioneers, at the turn of the century, however, were few in number, and, throughout history, the women tended to cluster in a small number of occupational classifications. Today, of 441 occupations listed in the Census Classification System, the majority of working women are found in only 20 classes. (Institute on Sexism, 1980).

Most women have always worked from early childhood until old age. Such work has not been confined to housework and child care, but also has served as an important form of economic production. In the early history of the United States, women were the predominant workers in the cottage industries of spinning, weaving, and food preserving. In an agrarian society, a woman's competence was essential for the economic survival of the family.

During our early history, too, large numbers of women were unmarried and worked to support themselves. In 1911, 46% of women of working age were unmarried, and another 9% were widowed. (Stellman, 1977) With increasing industrialization and a transition from an agrarian to an urban society, those women who had previously earned their living in home industries entered factories or supported themselves as servants, teachers, retail clerks, and, of course, waitresses. Many women left the farms and small communities, and the rooming house for single women

became a phenomenon of the first half of the twentieth century. Packard reported that in 1910, 345,443 women in the Borough of Manhattan were wage-earners, with an estimated 20% (68,000) residing in New York City boarding houses. (Baxandall et al, 1976)

At the turn of the Twentieth Century, 20% of the female population of the United States was employed outside of the home. Before World War II, this figure had grown to 30% and it has never dropped since. During the war, with expanded opportunities and encouragement for women to enter the labor force, female employment grew to 37% of all women. The contributions of women to industry and to the military services are well known.

Between the 1950s and the 1970s, the percent of women of working age actually employed in the labor market of the United States rose from 30% to over 50%. Women who had worked during World War II sought re-entry into the world of work. Also, by the 1970s, a very large number of younger women began to swell the ranks of those seeking employment. The U. S. Working Women: A Databook (1977) cites as "a phenomenal increase" ...the numbers of 25 to 34-year-old women who had chosen to seek employment in spite of the presence of pre-school or school-age children in the home. The report states: "This is a remarkable increase because the majority of women in this age group (64 percent) are married, live with their husbands, and have children at home, factors which traditionally have tended to keep women out of the labor force." Yet, women are likely to continue to face serious occupational limitations. The MAN-

POWER REPORT OF THE PRESIDENT - 1975 pointed out that even with increasing educational attainment and greater job market opportunities for women, it is doubtful...that the aspirations of younger women will be achieved.

Distribution by Occupational Levels

According to the U. S. Department of Labor (Databook, 1977), women are distributed among the occupational levels as follows, with percentages expressed as "percent of workers in the occupational group:

Professional-technical	42.0%
Managerial-administrative	20.8%
Sales	42.9%
Clerical	78.7%
Crafts	4.8%
Operatives	31.3%
Nonfarm Laborers	9.3%
Service, except private household	57.8%
Private household	97.3%
Farm	16.2%

The Databook also provides comparisons of employment of women in selected occupations over time. (See accompanying chart) Over a quarter of a century, women have moved, sometimes dramatically, into some occupational classifications. Although they remain underrepresented as a group, women have increased their numbers in the following fields: accountants (from 14.9% of all workers to 26.9%); lawyers and judges (from 4.1% to 9.2%); physicians and osteopaths (from 6.5% to 12.8%); bank officials and financial managers (from 11.7% to 24.7%); buyers

and purchasing agents (from 9.4% to 23.7%). Women continue to dominate typically female occupations: bank tellers, bookkeepers, cashiers, teachers, nurses, secretaries, and typists.

In spite of small gains in occupational classifications, women continue to lag pitifully behind males in wages earned, another manifestation of occupational limitations. Sexton (1977) reports that fully employed women earn $6 for every $10 earned by fully employed men. The Databook gives the following analysis of women's earnings as a percent of men's in several major occupational classifications:

Professional-technical	73%
Managerial-administrative	58%
Sales	45%
Clerical	64%
Crafts	61%
Operatives	60%
Nonfarm workers	73%
Service	64%
Farm	88%

Facts on Women Workers

Summarizing the current status of women in the United States labor market, the Women's Bureau of the U. S. Department of Labor has published Twenty Facts on Women Workers (1973). The current status of women in the labor market has not substantially changed over time. These statements provide persuasive support for increased attention to the career development of girls and women:

1. Nine out of ten girls and women work at some time in their lives.

2. Most women work because of economic need. Nearly two-thirds of all women workers are single, divorced, widowed, or separated or have husbands whose earning are less than $7,000 a year.

3. More than 33 million women are in the labor force. They constitute nearly two-thirds of all workers. Some four million women of minority races are in the labor force. They constitute more than two-fifths of all minority workers.

4. Half of all women 18 to 64 years of age are workers.

5. About one-fourth of all women workers hold part-time jobs.

6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age. The median age of women workers is 38 years.

8. The more education a woman has, the greater the likelihood she will seek paid employment. Nearly 7 out of 10 women 45 to 54 years of age with 4 or more years of college are in the labor force.

9. The number of working mothers (women with children under 18) has increased more than eightfold since 1940. They now number 12.7 million, an increase of 3.9 million in the last decade.

10. The 4.4 million working mothers with children under 6 in 1972 had 5.6 million children under 6.

11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earned about three-fifths of what a man does, even when both work full-time year round.

12. Unemployment was lowest for white adult males (3.6%) and highest for minority teenage girls (38.6%) in 1972.

13. About 1 out of 9 families is headed by a woman; almost 2 out of 5 poor families are headed by a woman. About 3 out of 10 black families are headed by a woman; almost 3 out of 5 poor black families are headed by a woman.

14. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families, 13% have incomes below

$4,000 if the wife does not work; 4% when she does.

15. Of the workers not covered by the Fair Labor Standards Act, 40% are women. Fifty-seven percent of all black women workers are not covered by FLSA; the comparable percentage for white women is 22 percent.

16. The average woman worker is as well educated as the average man worker. Both women and men have completed a median of 12.4 years of schooling.

17. Women are about two-fifths of all professional and technical workers but only about one-sixth of all non-farm managers and administrators.

18. Women are 77 percent of all clerical workers but 4 percent of all craftsmen and foremen.

19. The median wage of full-time year-round private household workers was $1,981 in 1971.

20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

Summary

Comparing women's role in the labor market of the United States today with data available in 1900, Howe (1977) states:

> In 1900 the most common occupation for an American woman was unpaid labor in the home. It is still true today.
>
> In 1900, while a fraction of women were filling all those untraditional jobs, most women were in the paid labor force in occupations disproportionately filled by women. Still true today.
>
> In 1900 there was one occupation that accounted for nearly a third of the female labor force. Domestic service. Today there is one occupation that accounts for over one-third. Clerical work.
>
> In 1900 most members of the female labor force could be found in agricultural, manufacturing, or domestic service

> jobs. Today nearly two-thirds can be found in clerical, service, or sales jobs.
>
> In fact a number of different scholars have now determined that the rate of occupational segregation by sex is exactly as great today as it was at the turn of the century, if not greater. Only the jobs, not the proportions, seem to have really changed very much. (pp. 16-17)

Although women have vastly increased their numbers in the labor force, they continue to be underrepresented in occupational classifications carrying highest salary rewards. In all classifications, an earnings gap between men's and women's salaries exists. As women continue to improve their educational preparation for work and yet find limited opportunity for challenge in the labor market, they are likely to increase their demands for equity in the world of work.

EMPLOYMENT OF WOMEN IN SELECTED OCCUPATIONS*

(Number in thousand)

OCCUPATION	NUMBER		PERCENT OF ALL WORKERS IN OCCUPATION	
	1950	1976	1950	1976
Professional-technical	1,947	5,603	40.1	42.0
Accountants	56	233	14.9	26.9
Engineers	6	21	1.2	1.8
Lawyers-judges	7	38	4.1	9.2
Physicians-osteopaths	12	47	6.5	12.8
Registered nurses	394	965	97.8	96.6
Teachers, except college and university	837	2,198	74.5	70.9
Teachers, college and university	28	168	22.8	31.3
Technicians, excluding medical/dental	21	122	20.6	13.6
Writers-artists-entertainers	50	381	40.3	34.7
Managerial-administrative except farm	673	1,942	13.8	20.8
Bank officials-financial managers	13	135	11.7	24.7
Buyers-purchasing agents	6	89	9.4	23.7
Food service workers	93	177	27.1	35.0
Sales managers-department heads; retail trade	35	114	24.6	35.4
Clerical	4,273	12,245	62.2	78.7
Bank tellers	28	338	45.2	91.1
Bookkeepers	556	1,519	77.7	90.0
Cashiers	187	1,101	81.3	87.7
Office machine operators	116	535	81.1	73.7
Secretaries-typists	1,494	4,303	94.6	98.5
Shipping-receiving clerks	19	76	6.6	17.3

* Based on U. S. Department of Labor publication, U. S. Working Women: A Databook, 1977.

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COMPETENCY CHECK 1

1. At the turn of the century, what percent of the female population in the United States was employed outside of the home?

2. Of 441 occupations currently listed by the census, the majority of women are found in how many?

3. What percent of workers are women in the following occupations:

Clerical	_____
Service	_____
Sales	_____
Professiona/technical	_____
Operatives	_____
Managers/administrators	_____
Farm	_____
Non-farm laborers	_____
Crafts	_____

4. What percent of men's income do women earn in the following occupations:

Professional/technical	_____
Managers/administrators	_____
Clerical	_____
Sales	_____
Operatives	_____
Service workers	_____

5. Name two occupations in which women have increased their numbers by 100% since 1950.

6. Name two occupations in which the representation of women has declined since 1950.

ANSWER THE FOLLOWING QUESTIONS "TRUE" OR "FALSE":

7. No more than half of girls will work at some time in their lives.

8. Most women work to escape the boredom of housework.

9. Women constitute 2/3s of all workers in the labor force.

10. Approximately 50% of all women between 18-64 are workers.

11. Approximately 50% of all women workers hold part-time jobs.

12. During the last decade, women accounted for 75% of the increase in the civilian work force.

13. Labor force participation is highest among women 18-24 and 35-54.

14. The more education a woman has, the less likely she will seek employment.

15. The number of working mothers in the labor force is 12.7 million.

16. The average woman worker earns about 3/5s of what a man does.

17. Unemployment is highest for minority teenage girls.

18. About 1 in 9 families in the United States is headed by a woman.

19. The wife's earnings frequently raises a family out of poverty.

20. Of workers not covered by the Fair Labor Satndards Act, 40% are women.

21. Men workers typically exceed women workers in years of schooling.

22. Only about 1/6th of all managers and administrators are women.

23. Men now comprise 50% of the clerical workers.

24. Women who work full time in private households earn an average of less than $2,000 annually.

25. Fully employed women high school graduates earn less income on the average than fully employed men who did not complete an elementary education.

COMPETENCY CHECK ANSWERS

1. 20%

2. 20

3.

Clerical	78.7%
Service	57.8%
Sales	42.9%
Professional/technical	42.0%
Operatives	31.3%
Managers/administrators	20.8%
Farm	[illegible].2%
Non-farm laborers	9.3%
Crafts	4.8%

4.

Professional/technical	73%
Managers/administrators	58%
Clerical	64%
Sales	45%
Operatives	60%
Service workers	64%

5. Lawyers/judges
   Physicians/osteopaths
   Bank and financial officials
   Buyers/purchasing agents
   Bank tellers
   Shipping clerks

6. Nurses
   Teacher
   Entertainer-artist-writer
   Office machine operator

7.	F	13.	T	19.	T
8.	F	14.	F	20.	T
9.	T	15.	T	21.	F
10.	T	16.	T	22.	T
11.	F	17.	T	23.	F
12.	T	18.	T	24.	T
				25.	T

WORKSHOP 2

WOMEN IN EMPLOYMENT

OBJECTIVES

. To increase counselors' knowledge of internal and external barriers to women's achievement in the world of work.

. To increase counselors' knowledge of factors that influence career decisions among girls and women.

COMPETENCIES

1. Counselors will be able to describe at least two external barriers which affect women's achievement in employment.

2. Counselors will be able to demonstrate knowledge of barriers created by the structure of organizations.

3. Counselors will be able to describe roles and role conflicts generated by women's employment.

4. Counselors will be able to demonstrate knowledge of problems associated with dual roles.

PREPARATION

1. DUPLICATE COPIES OF EACH OF THE FOLLOWING ITEMS FOR WORKSHOP PARTICIPANTS:

   a. Pre-Test: Bosses and Supervisors

      Prepare three sets of Pre-Tests. One set will ask participants to describe a female boss or supervisor; one set will ask participants to describe a male boss or supervisor; a third set will ask participants to describe a best boss or supervisor.

   b. Reading 2: Women in Employment

   c. Competency Check 2: WOMEN IN EMPLOYMENT

   d. Sources to evaluate Competency Check 2

2. OBTAIN NEWSPRINT AND POST, IN ADVANCE, IN THE WORKSHOP MEETING ROOM.

   Allow sufficient writing space to display participants' responses to the PRE-TEST (at least six sheets) and the STRATEGIES TO OVERCOME BARRIERS (at least four sheets).

PROCESS

NOTE: If this workshop is a follow-up to WORKSHOP 1, make use of COMPETENCY CHECK 1: WOMEN IN EMPLOYMENT.

Decide whether you wish to use the Competency Check as a workshop activity or as a participant self-assessment device. In either case, have copies of Competency Check 1 and Competency Check Answers available for distribution.

1. Explain the purposes of the workshop:

   TO INCREASE COUNSELORS' KNOWLEDGE OF INTERNAL AND EXTERNAL BARRIERS TO WOMEN'S ACHIEVEMENT IN THE WORLD OF WORK.

   TO INCREASE COUNSELORS' KNOWLEDGE OF FACTORS THAT INFLUENCE CAREER DECISIONS AMONG GIRLS AND WOMEN.

2. Distribute copies of the Pre-Test: BOSSES AND SUPERVISORS.

   Distribute as follows: 1/3 OF FEMALE PARTICIPANTS RECEIVE FEMALE BOSS ASSIGNMENTS; 1/3 OF FEMALE PARTICIPANTS RECEIVE MALE BOSS ASSIGNMENTS; 1/3 OF FEMALE PARTICIPANTS RECEIVE BEST BOSS ASSIGNMENTS.

   Distribute as follows: 1/3 OF MALE PARTICIPANTS RECEIVE FEMALE BOSS ASSIGNMENTS; 1/3 OF MALE PARTICIPANTS RECEIVE MALE BOSS ASSIGNMENTS; 1/3 OF MALE PARTICIPANTS RECEIVE BEST BOSS ASSIGNMENTS.

   Allow about 10 minutes for participants to complete the Pre-Test.

3. Explain that sex-role stereotyping is sometimes a barrier to the advancement of women in employment and that the purpose of the Pre-Test is to identify perceptions of bosses/supervisors among participants.

   Explain the procedure used to distribute Pre-Tests: 1/3 responding to selected assignments: female, male, best boss.

ASK FOR SIX VOLUNTEERS TO COLLECT AND POST RESPONSES. ONE COLLECTS AND POSTS FEMALE WORDS USED TO DESCRIBE FEMALE BOSSES/SUPERVISORS: ANOTHER COLLECTS AND POSTS MALE WORDS USED TO DESCRIBE FEMALE BOSSES/SUPERVISORS: A THIRD VOLUNTEER COLLECTS AND POSTS FEMALE WORDS USED TO DESCRIBE MALE BOSSES/SUPERVISORS, ETC.

When all words and phrases have been posted on newsprint, go over each word/phrase listed to rate the item as POSITIVE, NEGATIVE, or NEUTRAL. ASK A VOLUNTEER TO PUT EACH RATING ON THE NEWSPRINT LISTS.

INVITE PARTICIPANTS TO COMMENT ON THE RESULTS:

(1) Are there notable differences in POSITIVE, NEGATIVE, and NEUTRAL words in descriptions of female bosses? Male bosses? Best bosses?

(2) Are there notable differences in POSTIVE, NEGATIVE, and NEUTRAL words assigned by MALE AND FEMALE PARTICIPANTS?

(3) How many words/phrases used to describe BEST BOSS OR SUPERVISOR correspond to descriptors of FEMALE BOSS OR SUPERVISOR?

(4) How many words/phrases used to describe BEST BOSS OR SUPERVISOR correspond to descriptors of MALE BOSS OR SUPERVISOR?

(5) Are there observable differences in the numbers of POSITIVE, NEGATIVE, or NEUTRAL words for each type of boss or supervisor?

INVITE PARTICIPANTS TO MAKE OTHER OBSERVATIONS PERTINENT TO THE DATA.

Allow about 15-20 minutes for discussion and interaction.

4. Introduce Reading 2: WOMEN IN EMPLOYMENT.

ASK PARTICIPANTS TO READ THE MATERIAL CAREFULLY BEFORE THE NEXT WORKSHOP. REMIND THEM THAT THEY WILL BE ASKED TO COMPLETE A COMPETENCY CHECK ON THE CONTENT.

SPECIFY COUNSELOR COMPETENCIES TO BE ACHIEVED:

Be able to demonstrate knowledge of barriers which affect women's achievement in the world of work.

Be able to demonstrate knowledge of barriers created by the structure of organizations.

Be able to describe roles and role conflicts generated by women's employment.

Be able to demonstrate knowledge of problems associated with dual roles.

5. Provide a mini-lecture on the reading WOMEN IN EMPLOYMENT to stimulate further interest in the subject.

   Allow about 15 minutes for your presentation.

6. Give participants an opportunity to comment on the workshop objectives. Specifically:

   INVITE PARTICIPANTS TO RELATE PERSONAL EXPERIENCES ASSOCIATED WITH THE FOLLOWING:

   - BARRIERS TO ENTRY OR ADVANCEMENT IN THE WORLD OF WORK
   - BARRIERS TO ADVANCEMENT CREATED BY THE NATURE OR STRUCTURE OF ORGANIZATIONS
   - ROLES AND ROLE CONFLICTS ARISING FROM WOMEN'S EMPLOYMENT
   - PROBLEMS ARISING FROM DUAL ROLES

   Allow about 20 minutes for the discussion of personal experiences.

7. Lead a discussion of STRATEGIES TO HELP WOMEN OVERCOME BARRIERS RELATED TO EMPLOYMENT.

   If the workshop group is as large as 20 or more, divide into four groups with one group assigned responsibility to develop strategies to overcome barriers to entry or advancement; another group, to develop strategies to overcome barriers created by the structure of organizations; a third group, strategies to deal with roles and role conflicts; a fourth group, strategies to deal with problems arising from women's dual roles.

Allow 15-20 minutes for group deliberations.

ASK ONE MEMBER FROM EACH GROUP TO POST ON NEWSPRINT THE STRATEGIES DEVELOPED TO ATTACK EACH PROBLEM AREA.

REVIEW THE LISTS AND INVITE PARTICIPANTS TO COMMENT ON THE POTENTIAL EFFECTIVENESS OF THE STRATEGIES.

Allow 15-20 minutes for the discussion and interaction. At the end of that time, ask participants if they wish to discuss further or conclude the exchange.

8. Make summarizing remarks to emphasize that counselors must be activists in behalf of women in employment, assisting them in acquiring basic skills essential for entry and upward mobility; assisting them in developing positive confidence in themselves; assisting them in developing strategies to deal with and overcome psychological and workplace barriers to entry and advancement in employment.

TIME: 2 1/2 HOURS

PRE-TEST

BOSSES AND SUPERVISORS

NOTE: WORKSHOP LEADER WILL NEED TO PREPARE THREE SETS OF PRE-TESTS.

List below words or phrases which you believe describe or characterize a (female), (male), or (best) boss or supervisor.

Have you ever worked for a male boss or supervisor? Yes_____ No_____

Have you ever worked for a female boss or supervisor? Yes_____ No_____

Please identify your sex: Female_____ Male_____

READING 2

WOMEN IN EMPLOYMENT

In spite of the legislative initiatives of the last decade, women continue to be "found" in the labor market in lower level occupations which often provide limited upward mobility. Stereotypes about women prevail and they are damaging: "Women only want to work for extra money." "Women are ill more than men." Myths abound as well, and they tend to restrict opportunities for advancement: "Women prefer routine tasks which men find boring." "Nobody wants to work for a woman." Women continue to suffer from discriminatory employment practices which create both internal and external barriers to their advancement in the world of work. All of the barriers are not rooted in myths and stereotypes, however. In addition, married women who enter the work force also must contend with inevitable problems of dual careers and role conflicts. Counselors and counselor educators can help girls and women by increasing their understanding of employment barriers, by increasing their understanding of women's feelings of role ambiguity, by increasing their understanding of coping mechanisms women need to overcome barriers.

Employment Barriers

Three particular barriers to the full utilization of women in the labor force have been identified by Sexton (1977). She cites barriers to entry into traditional male occupations; (2) barriers arising from employers' personnel practices; (3) barriers related to the amount of

work women are able to do and are willing to do during their lifetimes.

Reporting on research conducted under sponsorship of the U. S. Department of Labor, Sexton (1977) states that barriers (1) and (3) may be self-imposed. The research demonstrates, she suggests, that "Women college graduates...tend to think science, medicine, and engineering were too demanding as careers, and too likely to require a full time commitment. They considered engineering unfeminine and requiring abilities women do not have." (p. 23)

Education and training, which have steered women, as girls, away from subjects which eventually lead to traditionally male occupations, may be contributors to women's modest achievements in the world of work. Relating women's career choices to their educational preparation, Cynthia Fuchs Epstein (L. K. Epstein, 1975) concluded: "In schools, at all levels from primary grades to college, we believe freedom to choose courses and programs of learning gives women no freedom whatsoever. All it does is reinforce them in the old ruts and stereotypes that culture has already imposed on them. (p. 11) Additional discussion of education and training are found in the unit: EDUCATION OF WOMEN.

Workplace Barriers

Sexism is a very basic factor in the relegation of women to lower levels in the labor force. Bardwick and Douvan (1976) believe that both external and internal forces, indeed, are at work. External forces may

include the logistics of employment and household responsibilities as well as "facing the organization" where women's careers are not taken seriously. They point out:

> ...women are less respected than men. The expectation of inappropriate behaviors from women may contribute to this preference (that both men and women prefer to work for and with males), but basically it exists because men - their accomplishments and their perceived personalities - are unthinkingly and automatically given more respect than women. (p. 37)

These researchers believe that the internal forces which pose problems for women are (1) lack of confidence and (2) lack of supportive relationships. Their observations include the following:

> Partly because of sexism, few women have been promoted to important positions or hired as candidates for important careers. Thus, few women can achieve responsible positions, and the few who do are always deviant. It is always difficult to become a leader; it is more difficult when there are no role models, when the organization cannot perceive your potential, when you cannot enter the normal channels of promotion, when you are defined as ineligible, when successful women are considered exceptions. (p. 37)

Torrey (1973) reports that in the business world, women are expected to hold only marginal commitments to careers. "If a valued woman quits, it is assumed that nothing could have been done, that she is merely following the typical life-pattern of women. It is assumed that her commitment to the work was low because she was a woman, never because it was a low-pay, low-status, no-future job." (p. 27) All too often such stereotypes of women in the workplace become self-fulfilling prophecies.

Organizational Structure

Rosabeth Moss Kanter (1978) has contributed significantly to the literature on female mobility in the workplace, primarily through her studies of organizational structures as barriers. She has suggested, for example, that "one cannot evaluate the question of equality without understanding more fully how positions that appear to be at the same level of authority and status may, in fact, differ in important structural features." She continues:

> We further suggest that what appear to be behavioral predispositions of women in the workplace - at least in the United States, and perhaps in other Western countries - may instead be the characteristic behaviors and styles induced by particular kinds of structural positions in organizations in which women have been disproportionately found, because we show that men in similar structural positions exhibit many of the same tendencies. (p. 1)

Kanter believes that effective strategies for affirmative action must be "based on an examination of the design of jobs and their settings." (1977) She suggests that job level limitations on women could be alleviated by "opportunity-enhancing designs" within organizations. These designs would include a new view of job ladders, an effort to open new ladders, creation of bridges between ladders. (1977)

Kanter's unique contributions to the literature on women in employment are encapsuled in the following comment:

> There is certainly value to encouraging a variety of explanations for women's status and a variety of change approaches. Understanding the biological, educational,

> social, and cultural role pressures that affect women is important in developing complete analyses of the problem. But perhaps there has been too much on some of these extra-organizational forces and not enough attention to the impact of immediate job conditions and the location of one's job in organization distributions of opportunity, power, and proportional representation (1978, p. 24)

Role Ambiguity

Roles and Role Conflict. Chafetz (1974) uses the term "role conflict" to identify two problem areas: "a conflict of expectations arising from two or more roles that an individual holds simultaneously, and a conflict of expectations built into a single role." (p. 117) In this discussion, the conflict of expectations built into a single role of the woman as worker will be addressed. The following section, subtitled "Dual Roles," will discuss conflicts arising for the individual holding two or more roles.

Women, once they gain employment, are sometimes uncertain how to handle themselves and how to prepare themselves for mobility within the organization. Barnett and Baruch (1978) note:

> The socialization of women has been oriented toward virtue and acceptance, not toward power and competence, the double-bind impact of which has often been noted. Society rewards and values those who are powerful and competent, giving little more than lip service to those who are loved and ethical. Women who seek power and competence, thus gaining in two of the bases, often lose in areas of virtue and acceptance...(p. 18)

Chafetz, in her sociological overview of sex roles (1974), finds that the characteristics which women learn as a result of the socialization

process (to be sensitive, emotional, intuitive, passive, unaggressive) are not qualities required in the work world. The dilemma, she points out, is that women lose out, on the one hand, because they lack "requisite mental habits to function in any but the most menial jobs" and, on the other hand, alluding to Rossi (1970), "if they exhibit too strongly those 'masculine' traits that enable success, they are labeled 'bitches' or 'castrating females' and shunned by male colleagues, to both their personal and professional detriment." (p. 121)

Emphasizing that decisions about employment and "femininity" are not necessarily a case of "either-or," Loring (1976) believes some choices appear to involve role conflicts. These are as follows:

> To have a typical life of home, husband, and family or to remain single and face fewer demands from others for time and attention.
>
> To have the warmth of friendships and the delight of helping others or to make an impact by steadfast orientation to upward mobility, with no time for the sidetracks such as counseling and sponsoring others.
>
> To conform to the moral code of Western religions, with their strenuous emphasis upon the importance of the family or to work out relationships with men (husbands and others) in ways which are less traumatic but lead to 'solo' lives. (p. 23)

Loring adds that "women need not choose between these and 'femininity' except in their priorities. The choice is one of emphasis or degree."

Another well publicized psychological barrier, bearing on role conflicts women face in employment, has been presented by Horner (1969, 1972) and is described as M-s: the motive to avoid success. According

to Horner, women are afraid to succeed in competitive situations. This fear adversely affects their performance. Qualities of competence, independence, and intellectual achievement are viewed as inconsistent with women's conceptions of femininity. Horner's research has been the subject of considerable debate and criticism. Robbins and Robbins (1973), for example, in reporting on similar research, comment:

> As long as it is believed that the lack of success of many professional women is primarily due to their psychological disability, expressed as a motive to avoid success, there will be little incentive to redress some of the tangible external barriers - such as admission quotas, slower rates of promotion, and reluctance to grant tenure - which have stood as surely in the way of professional achievement. (p. 137)

Role conflict is expressed, also, in women's attitudes toward one another. Epstein (1970) points out that women who are homemakers frequently resent and deride women who are pursuing careers outside of the home. Women professionals are critical of each other. Goldberg (1974) examined the question of women's prejudice against other women and found that female students rated the same articles as of greater value when they were assigned a male author than when they appeared to be by a female author. This held true not only in the traditional male fields of law and city planning but also in traditional female fields such as dietetics and elementary education. (p. 41) In concluding comments, he states:

> Women - at least these young college women - are prejudiced against female professionals and, regardless of the actual accomplishments of these professionals, will firmly refuse to recognize them as equal of their male colleagues. (p. 42)

Torrey (1973) summarizes the negative attitudes of "traditional" women toward the Women's Movement, and the psychological factors which she lists serve as an appropriate conclusion to the topic of women's roles and role conflicts:

> . General conservatism about changes that appear to affect fundamental institutions like the family.
>
> . The reluctance to perceive oneself as victim.
>
> . Many women enjoy what success they have at a price of playing a traditional feminine role.
>
> . Women are allowed to be satisfied with much less demanding work than men are.
>
> . Blindness to the issue of sex discrimination among women who have succeeded in the man's world without anyone's help. (pp. 31-34)

Torrey concludes: "No matter what their own beliefs are, women often are inhibited from asserting themselves or demanding equal rights by ingrained patterns of behavior.... Even more serious for the woman who seeks equal treatment with men are the personality traits she acquired in preparation for a dependent and relatively powerless status in life." (p. 34)

Dual Roles. Reference is again made to Chafetz's identification of role conflict as "a conflict of expectations arising from two or more roles that an individual holds simultaneously." (1974, p. 117) Torrey (1973) points to dual role conflicts as a disadvantage to women in the economy as family patterns are set:

> It is a pattern which defines housework and child care as, first, outside the economic system, so that it need not be paid for normally but is extracted from each family on a volunteer basis; and, second, further defines it as women's work...(p. 37)

Sex differences in roles played by family members, she adds, are consistent "with the notion that the father takes the entire burden of economic support, but, in fact, it applies regardless of whether the wife and mother is also contributing, and, many times, even when she alone brings home the bacon." (p. 37)

For many women, working is an economic necessity. For others, it is an emotional necessity. Whatever their reason for entering the labor force, women who are also homemakers and/or mothers are faced with a complicated balancing act as they seek to accommodate the responsibilities to husband, home, child, and employer. Studies of working women who are also wives and mothers "do not show a consistent pattern of better or worse marital adjustment whether the woman works or not, or whether she works from motives of economic necessity or self-realization." (Steinmann and Lenz, 1976) Studies do show, however, that working women - balancing dual roles - should share both their work-world experiences and their home-world experiences with the men in their lives inasmuch as both will positively react to the "joys and satisfactions" of sharing expectations and feelings. (Steinmann and Lenz)

The full impact of the effects of dual roles assumed by women

has not been fully identified in the literature. Articles, though little research, are appearing with some regularity on "absentee mothers," "working wives and divorce," "displaced homemakers and job market re-entry." Barnett and Baruch (1978), concluding a review of the literature on working mothers, comment:

> That mothers are a major force in our labor market, however, has as yet had impact neither on social definitions of the role of mother nor on related social policies...Current changes in social attitudes toward women and the growing acceptance of women in high-status positions will equally surely cause a redefinition of the maternal role. Traditional attitudes and patterns, and thus ambiguity and confusion, will nevertheless be with us for a long time. (pp. 76-77)

Reflecting on economic discrimination against women in the United States, Tsuchigane and Dodge advocate movements toward egalitarian dual career families, concluding:

> Above all, nothing would be more important and effective in making a social and cultural climate favorable to women workers than social legitimation of the dual worker family...The solution will call for changes in attitudes and behavior which are not easy to achieve, but a country so successful in selling soap, cigarettes, or presidents should be able to affect the public thinking positively on (the) issue. (1974, p. 64)

Summary

Women may need special help in coping with a wide range of feelings related to their employment. Tensions arise between women who want careers and upward mobility in employment and women who are satisfied

with their roles as homemakers; between female and male workers as they compete for advancement; between women workers and their employers who may feel "forced" to consider women for position vacancies and advancement. At the same time, they may need special help in coping with their feelings about their relationships with men and women co-workers on-the-job, their family roles and relationships, their sense of identity as a worker. Counselors must be activists in helping women develop strategies to deal with and overcome psychological and work-place barriers to entry and advancement in employment.

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COMPETENCY CHECK 2

1. Briefly describe at least two external barriers which affect women who are employed.

2. Briefly describe at least two internal barriers which affect women who are employed.

3. Briefly describe the implications of Kanter's concepts for a study of problems of women in the world of work.

4. Specify at least three role conflicts generated by women's employment.

5. Briefly describe at least one dilemma faced by women holding dual roles.

6. Write a short paragraph in which you describe tension-producing or conflict-producing situations which women may encounter as a result of their employment.

SOURCES TO EVALUATE COMPETENCY CHECK 2

1. Employers' personnel practices
   Their education and training
   Logistics of employment and household responsibilities

   For fuller discussions see these sources: Sexton; Epstein; Bardwick and Douvan.

2. Women's willingness to work
   Cultural conditioning
   Confidence
   Lack of supportive relationships

   For fuller discussions see sources cited above and also Barnett and Baruch; Horner; Loring.

3. See Reading 2 and Kanter references listed in this paper.

4. Perceptions of loss of femininity
   Their socialization
   Motivation to avoid success
   Interpersonal relationships with other women and men

   For fuller discussions see these sources: Barnett and Baruch; Goldberg; Torrey; Chafetz; Epstein; Loring.

5. Relationships with husband, children
   Economic necessity to work

   For fuller discussions see Chafetz; Steinmann and Lenz; Tsuchigane and Dodge.

6. Review Reading and workshop participant sharing. (Page 30, Item 6)